



Mr. Fulton's Journey

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Ask students to retell the adventures of the family moving to the West from the previous read-aloud. You may prompt discussion with the following questions:

- Why did the family decide to move to the West?
- How did they travel?
- What things did they take with them?
- Was their trip easy or difficult?
- What kinds of difficulties did they have?
- What sights did they see?
- Where did they decide to settle?
- Did it take them a long time or a short time to get to the West in the covered wagon?

Vocabulary Preview

5 minutes

Steam/Steamboat

1. [Show Image Card 6 (Fulton's Steamboat).] In today's read-aloud, you will hear about a new kind of transportation called a steamboat. A steamboat is powered by steam.
2. Say the word *steamboat* with me three times.
Say the word *steam* with me three times.
3. Steam is the vapor, or gas, that water changes into when it is heated to the boiling point.
A steamboat is a boat with an engine that is powered by steam.
[You may wish to take the opportunity to point out that

steamboat is a compound word and show how students can figure out its meaning if they know the two words *steam* and *boat*.]

4. We could see steam coming out of the steamboat's smokestack as it was traveling down the river.
5. With your partner, think of as many examples as you can of when steam is produced. [Call on several partners to share. Possible answers include steam from a hot iron, steam from a tea kettle or other water cooking on the stove, steam from a locomotive, steam from a vaporizer or humidifier, when rain at a cooler temperature falls on a warmer asphalt surface, steam from a hot bowl of soup, and steam from your breath on a cold day.]



Invented/Inventor

← **Show image 2A-3: Fulton and Livingston in Paris/diagram of steamboat**

1. In today's read-aloud, you will hear about a person who *invented* one of the best steamboats of his time. The *inventor's* name was Fulton. [Point to Fulton showing his work on the table.]
2. Say the word *invented* with me three times.
Say the word *inventor* with me three times.
3. *Invented* means created or made for the very first time.
An inventor is someone who creates or makes something that has never been created or made before.
4. Cai Lun was an ancient Chinese inventor that invented a way to make paper.
5. [List the following three inventions on the board: *silk*, *Olympics*, *labyrinth/maze*.] On the board are three inventions that you have learned about. I will say the name of the inventor. Your job is to repeat the inventor's name and tell what the inventor invented. Use a complete sentence when you answer: "_____ invented the _____." [inventors: ancient Greeks, Chinese, Daedalus (from *Greek Myths* domain)]

Purpose for Listening

Share the title of today's read-aloud. Remind students that they learned the word *journey* in yesterday's lesson. Ask for volunteers to give the meaning of journey. Remind students that a journey is a trip or travel from one place to another.

Tell students that an inventor named Robert Fulton had a very important invention that changed the way people traveled from one place to another during westward expansion. Tell students to listen carefully to determine the main topic of the read-aloud and to learn about this invention that changed the way people traveled during westward expansion.



Mr. Fulton's Journey

← Show image 2A-1: Fulton greeting woman in pink and her husband¹

1 What is happening in the picture?

As she stepped from the dock onto the boat, the lady in the pink dress held a matching pink parasol, or umbrella, above her head. It was a sunny August day in 1807 in New York City, and she wanted to protect her delicate skin from the sunlight. She smiled at one of the boat's owners. "Mr. Fulton," she said, "I hope your boat will do everything you have built her to do."²

2 What do you think Mr. Fulton's boat was built to do? What is the setting for this story?

The lady's husband shook Mr. Fulton's hand and said, "It will be a great day if you succeed, Fulton; a great day, indeed!" Then the couple walked forward to join the other ladies and gentlemen already on board. The man whom they had greeted, Robert Fulton, wore a confident smile, but inside, he was terribly nervous. He thought to himself, "If all goes well today, I will be rich, and people all over the world will know my name. If I fail, I will lose a great deal of money and be laughed at as a dreamer and a fool. That must not happen!"³

3 What do you think Mr. Fulton is trying to accomplish?



← Show image 2A-2: Livingston standing next to Fulton

Fulton felt a hand on his shoulder and turned to find his business partner, Robert Livingston, standing at his side. Robert Livingston was a wealthy, important man. He had worked for the government both in the United States and in Europe. Many years ago in 1801, while Fulton was in Europe doing business, he met Livingston at a restaurant in Paris.⁴ Fulton told Livingston, "What I am working on right now will forever change the way people travel and the way in which everyone does business."⁵

4 a city in the country of France

5 What do you think Mr. Fulton had been working on back then?



← Show image 2A-3: Fulton and Livingston in Paris/diagram of steamboat

Livingston's eyes lit up with interest. "Tell me more, Fulton," he said.

"Well, as you know, an Englishman has invented what he calls a 'steam engine.' Basically, you light a coal or wood fire inside of

6 or water vapor

a furnace to heat a boiler of water. When the fire gets very hot, the water is also heated, and steam⁶ comes off it. That steam is fed to an engine and provides energy to power the engine.”

“Yes, I have heard of this steam engine,” Livingston replied, “Please, continue.”

7 What do you think a steamboat is? [Show Image Card 6 (Fulton’s Steamboat).] Yes, it’s a boat that moves because of the power of steam.

“I’m sure you have also heard of **steamboats**.”⁷

“Actually, I have,” said Livingston.

8 *Back* refers to the location of something, such as on a boat. *Back* is the opposite of *front*. *Back* means something else, too. Your *back* is part of your body. Let’s all pat ourselves on the back. [Demonstrate the motion.]

Fulton continued, “Well, Livingston, I plan on building one. But my steamboat will be much better than the ones already made. I shall use steam power to turn paddles on the back⁸ of the boat. With steam turning the paddles, the boat will move more quickly than by using human muscle or wind in a sail.”⁹

“Extraordinary!” said Livingston.

9 Canoes move fairly slowly through the water, as do sailboats when winds are calm.

“That is not all,” Fulton continued. “My boat will be flat on the bottom, not curved. This will allow us to carry more people and products on each **voyage**.¹⁰ Picture a whole fleet of such boats, Livingston! Why, the owners would become richer than even you can imagine.”¹¹

10 or journey

11 A fleet is a group of boats.



← **Show image 2A-4: Fulton and Livingston shaking hands**

Livingston noticed that Fulton had used the word *us*, as if he were already sure that Livingston would join him in this project. Livingston didn’t mind. He agreed to help fund the plan, and the two friends became partners. Livingston knew that Fulton was not the only **inventor** working to **design** a steamboat, but the two men thought Fulton’s design was far better than any other.¹²

12 An inventor is someone who invents or creates something. An inventor has to design, or plan, the invention before s/he makes it.



← **Show image 2A-5: On deck for maiden voyage**

After many years of countless improvements to the boat’s design, the day for the steamboat’s first voyage had finally arrived.¹³ Now, standing on deck, Livingston said, “Those were our last guests coming aboard, Fulton. We can begin our journey whenever you are ready.”

13 Do you think the word *countless* means just a few or many? Yes, Mr. Fulton worked to improve his design many times.

Fulton turned to his boat’s captain, who told him, “The engine is all fired up, sir. I await your orders.”¹⁴

14 What kind of engine powered the boat?

“Then let us begin,” Fulton answered.

The captain called to several sailors, “Cast off bow and stern lines!” The sailors untied the thick ropes holding the boat to the dock. Then the captain turned to the pilot, whose job it was to steer the boat, and told him, “Take us to Albany!”¹⁵ As the guests on board and the spectators on the dock began to cheer, steam began to pour from the boat’s smokestack. The steamboat was on its way!¹⁶

15 Albany is another city in the state of New York.

16 How do you think Mr. Fulton and Mr. Livingston are feeling?



← **Show image 2A-6: Map of route**

The plan was to travel along the wide Hudson River from New York City to the state capital of Albany, stopping briefly at Livingston’s home in Clermont, New York—which explains the name of Fulton’s steamboat: *North River Steamboat of Clermont*.¹⁷ Not only did the steamboat have to make the trip safely in order to show that steam travel would work, the boat also had to move faster than other types of boats—or no one would see any reason to switch to steam.¹⁸ As the viewers on the dock watched the steamboat paddle away, some people said, “I don’t see how they will ever do it!” Others said, “Let’s wait and see. After all, this fellow Fulton convinced Robert Livingston, a man who controls much of the river travel in New York, that his plan would work!”¹⁹

17 [Trace the route on the map.]

18 How were boats powered previously?

19 Do you think the voyage on the steamboat will be a success?



← **Show image 2A-7: Safe arrival in front of crowd**

The believers were right. About two days later, a second crowd stood cheering on the dock in Albany as Fulton’s steamboat puffed into view. The steamboat had taken less than two days for a voyage that usually took sailing ships four days!²⁰

“Congratulations, Mr. Fulton,” said the lady in the pink dress as she and her husband stepped off the boat. “Many didn’t believe it could be done. You proved them wrong.”

Shaking Fulton’s hand, Livingston said, “Congratulations, Fulton! New York will never be the same!”

“No, Livingston,” Fulton replied, “the *world* will never be the same!”²¹

20 Was Fulton’s steamboat faster than sailing ships?

21 What do you think Mr. Fulton meant when he said, “The world will never be the same”? How might Mr. Fulton’s steamboat change the world?



22 [Point to the two steamboats in the image.]

23 Do you think other people will invent faster and cheaper ways to travel between cities and to places not connected by rivers?

Show image 2A-8: Map showing two rivers with steamboats

Robert Fulton was right. Over the next few years, the two partners set a whole fleet of steamboats afloat on the Hudson River and the Mississippi River.²² People realized that steamboats were faster, much cheaper, and much more reliable than other types of transportation. There was only one problem. Steamboats needed rivers to travel on, and there were no rivers between some of the biggest cities. So, people still couldn't use steamboats to go everywhere they wanted.²³

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What is the main topic of the read-aloud? (the steamboat; the invention of the steamboat; Robert Fulton's steamboat, etc.)
2. *Inferential* What was the setting of this read-aloud? (New York) Is this located in the East or the West? (East)
3. *Inferential* Why were Robert Fulton, Robert Livingston, and others taking an important journey on the steamboat? (to see if Fulton's steamboat design was faster than other boats)
4. *Inferential* Was Fulton's voyage a success? (yes) Why? (He showed people that his steamboat could carry people and goods faster than other boats, and his design allowed the steamboat to carry more people and goods on each voyage.)
5. *Evaluative* Why do you think Robert Fulton worked very hard as an inventor? (Answers may vary, but may include his interest in inventing or his desire for wealth and/or fame.)

6. *Inferential* What was the advantage of a boat powered by steam rather than by people or the wind? (It could move faster; it was cheaper and more reliable; it was not dependent on the weather.)
7. *Inferential* What was the disadvantage of steamboat travel? (There had to be water, and some cities did not have rivers between them.)
8. *Evaluative* How do you think Fulton’s steamboat affected westward expansion? (Movement increased because the steamboat, when it could be used, was faster, cheaper, and more reliable than other forms of river transportation.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Voyage

5 minutes

1. In the read-aloud you heard, “This will allow us to carry more people and products on each *voyage*.”
2. Say the word *voyage* with me.
3. A voyage is a long journey or trip, especially by sea.
4. Columbus sailed on his first voyage to America in 1492. [Show the span across the ocean from Spain to America.]
5. Have you ever been on a voyage across the ocean or sea? Would you like to take a voyage across the sea one day? Where would you like to go? Try to use the word *voyage* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I would like to take a voyage to . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *voyage*?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Make sure to answer each question in complete sentences and use the word *voyage* when you respond. (Answers may vary for all.)

1. If you could take a voyage anywhere in the world, where would you go? (I would go on a voyage to . . .)
2. Which ocean or body of water would you cross? (I would cross the Atlantic/Pacific ocean.)
3. What kind of transportation would you use for your voyage? (I would use a _____ to go on my voyage.)
4. Who would be the captain of your ship or boat on your voyage? (_____ would be the captain on my voyage.)
5. What kinds of things should you take with you when you go on a voyage? (I would take _____ with me on my voyage.)



Complete Remainder of the Lesson Later in the Day



Mr. Fulton's Journey

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Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Associated Phrase: Back

1. [Show Poster 1M (Back).] In the read-aloud you heard, “I shall use steam power to turn paddles on the *back* of the boat.” The back of the boat refers to the end of the boat that is opposite the front. [Ask a student to come up to point to the back of the steamboat on the picture.]
2. *Back* can also mean something else. It is a part of your body that is opposite your stomach. [Ask a student to come up to the poster and point to this sense of *back*.]
3. [Point to the back of the boat.] With your partner, talk about what you think of when you see this kind of back. I will call on a few partners to share their responses. (When I think of this type of back, I think of the back of my house, the backseat of the car, the back of the classroom, the back of the bus, etc.)
4. [Point to John Henry's back.] With your partner, talk about what you think of when you see this kind of back. I will call on a few partners to share their responses. (When I think of this kind of back, I think of back bends, a backache, patting myself on the back, stretching my back, etc.)

↔ Syntactic Awareness Activity

5 minutes

Prefix: Dis-

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct.

Teacher Reference Chart		
<i>dis-</i> = not; opposite of		
Word	Definition	Example
disappear	to leave from sight; to cease to be visible	Have a student go from being visible to the class to not being visible by standing behind a door or outside of the room to show <i>appear</i> and <i>disappear</i> .
disable	to cause to not function	Take the batteries out of a battery-operated flashlight.
disconnect	to undo or break the connection of	Undo the connections of computer speakers, or unplug a piece of electronic equipment.
disbelief	the state of not believing	Student 1 tells Student 2 something. Student 2 expresses that s/he does not believe Student 1.
disorganize	to break up the regular arrangement or organization of something	Student 1 disorganizes a bookshelf or something else in the classroom.
disagree	to not agree	Student 1 and Student 2 express opposing opinions about something.
discourteous	not courteous or polite; rude	Student 1 acts rudely to Student 2.

1. In yesterday's read-aloud, you listened to part of Mrs. Morgan's journal: "Had rain and hail today, which made it a very *disagreeable* experience. However, Papa and I smiled so as not to *discourage* the children."

2. Say the word *disagreeable* with me. Say the word *discourage* with me.
3. Do you hear the same sounds in these two words?
Disagreeable and *discourage* both begin with the prefix *dis-*.
4. A prefix is a word part added to the beginning of a word to give it a new meaning.
The prefix *dis-* means not, or the opposite of.
5. *Disagreeable* means not agreeable.
Discourage means to take away someone's courage or confidence.
6. [Choose two to three words on the chart. Say the words, putting emphasis on *dis-*, and have students guess what the meaning of the word might be. Tell students the definition. Then invite volunteers to demonstrate the word.]
7. With your partner, make a sentence using a word that has the prefix *dis-*.
[If time allows, you may wish to have students act out the word.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Sympathy

1. In yesterday's read-aloud about the Morgan family traveling on the Oregon Trail, we heard that the Morgans felt *sympathy* for a young woman who could not travel any farther on the trail.
2. Say the word *sympathy* with me three times.
3. Sympathy is caring about and feeling sorry for someone else's troubles.
4. I felt sympathy for my friend when she broke her leg and couldn't play on the playground.
5. Traveling on the Oregon Trail during the time of westward expansion was very difficult. Can you think of a reason why someone might feel sympathy for the pioneers making that journey?
[Ask two or three students. If necessary guide and/or rephrase students' answers, "Someone might feel sympathy for the

pioneers because they had to _____.” (*leave many belongings behind, travel by foot through rain, hailstorms and dust storms, suffer through sickness, live with cold and little food, walk many, many miles*)]

6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow up. Directions: Turn to your partner and take turns sharing a time when you felt sympathy for someone, or someone felt sympathy for you. Be sure to use the word *sympathy* when you talk about it. Then, I will call on one or two of you to share your partner’s example with the class.

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lesson. Show students Image Card 6 (Fulton’s Steamboat). Explain that Robert Fulton took his first voyage on the *Clermont*—the steamboat that he had designed—in 1807, the year after Lewis and Clark returned from their expedition. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of the Lewis and Clark Expedition.

Then have students add Fulton’s Steamboat to their individual Westward Expansion Timelines. Students should include the year (1807) and a depiction of the event in writing and/or pictures.

Transportation Brainstorm

5 minutes

Revisit the class Transportation Brainstorm poster. Ask students if they thought of a steamboat as a method of transportation. Add *steamboat* along with its image to the poster if it is not already there.

Westward Expansion Quilt (Instructional Master 2B-3)

15 minutes

Note: Write the main topic of the read-aloud (*the steamboat*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *Fulton, inventor, steam, paddles, carry more people, carry more goods, faster than other boats*. Include any

available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What is a steamboat?
- What was needed in order for steamboats to be used for transportation?
- How was the steamboat superior to other boats of the time?
- Who is known for designing a superior steamboat?
- How did the invention of steamboats affect westward expansion?

Tell students that they will be making one piece of the quilt today using Instructional Master 2B-1. First, they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (the steamboat) Then, they should write a word or short phrase in each corner, relating to facts they learned about the steamboat. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.